Sample Lessons and Worksheets

Preview a Few Worksheets Here

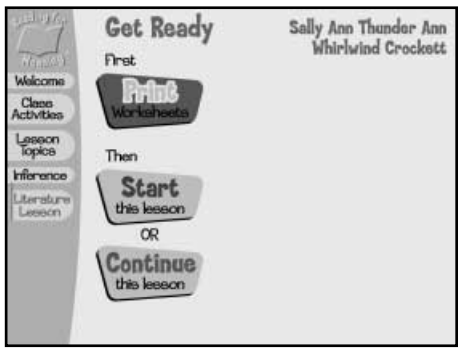
This teacher's guide includes a sample of the lessons and worksheets that you can print in *Reading for Meaning*. The following pages contain a sampling of worksheets from the Modeling lessons, Literature lessons, and the Lesson Plan Library.

Print All Worksheets from the Software

The complete set of worksheets for *Reading for Meaning* is printable from within the software.

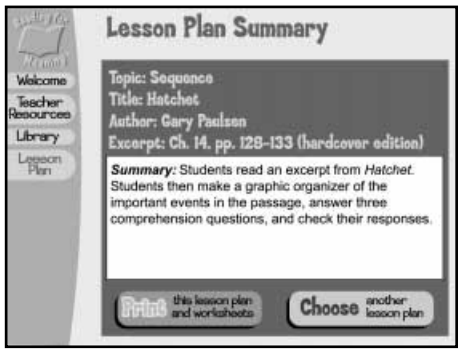
To print worksheets for a complete lesson:

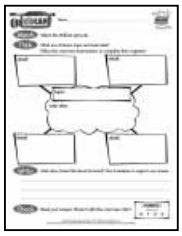
1. From the Welcome screen, click Class Activities.
2. Click Whole Class Lessons.
3. Choose a topic: Main Idea, Inference, Sequence, Cause & Effect, or Compare & Contrast. A list of lessons for that topic appears.
4. Choose a lesson.
5. From the Get Ready screen, click Print Worksheets.
6. To print worksheets for a different lesson, follow steps 3–5 above.



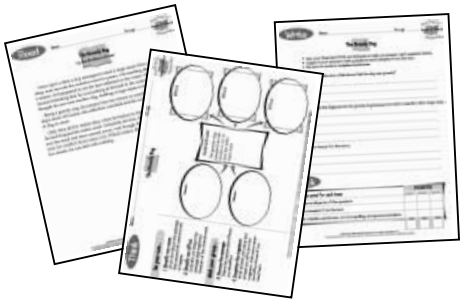
To print worksheets for an additional lesson plan:

1. From the Welcome screen, click Teacher Resources.
2. Click Lesson Plan Library.
3. Select a lesson plan, then click Okay.
4. Click Print This Lesson Plan and Worksheets.
5. To print worksheets for a different lesson plan, click Choose Another Lesson Plan.

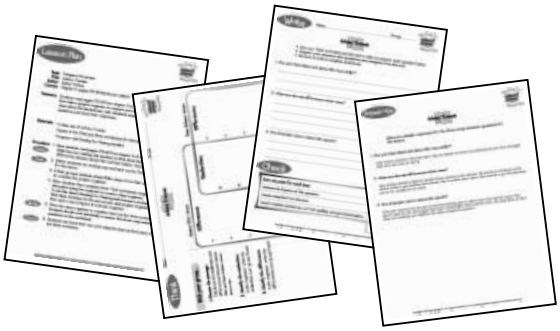




Modeling Lesson Worksheet



Literature Lesson Worksheets



Lesson Plan Library Worksheets

Modeling Lesson Worksheet Samples

Each *Reading for Meaning* Modeling lesson includes 1 student worksheet. You can print out Modeling lesson worksheets directly from the software and then reproduce them for your students.

On the following pages are samples of the Modeling lesson worksheet from each topic, including:

- Main Idea Modeling Lesson Worksheet
- Inference Modeling Lesson Worksheet
- Sequence Modeling Lesson Worksheet
- Cause & Effect Modeling Lesson Worksheet
- Compare & Contrast Modeling Lesson Worksheet

Name: _____

Watch Watch the KidCam episode.

Think What are Ariana's topic and main idea?
Follow the onscreen instructions to complete this organizer.

detail:

detail:

topic:

main idea:

detail:

detail:

Write What does Ariana think about the beach? Give 3 examples to support your answer.

_____

_____

_____

Check Read your answer. Check it with the onscreen chart.

POINTS (circle one)
0 1 2 3

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Name: _____

Watch Watch the KidCam episode.

Think What was Mr. Wicker planning to do?
Follow the onscreen instructions to complete this organizer.

events and details from the story

Mr. Wicker is carrying flowers.

Mr. Wicker is carrying flowers.

Mr. Wicker is carrying flowers.

Mr. Wicker is carrying flowers.

Write events or details from the story that helped you make your inference.

Ariana's inference:

Kevin's inference:

Jenna's inference:

Sam's inference:

your inference:

Write What do you think Mr. Wicker was planning to do? Support your inference with two examples from the story.

_____

_____

_____

Check Read your answer. Check it with the onscreen chart.

POINTS (circle one)
0 1 2 3

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Name: _____

Watch Watch the KidCam episode.

Think What were the important events that happened in the story? Follow the onscreen instructions to complete this organizer.

Event:

Event:

Event:

Event:

Event:

Event:

Write Write a summary of the important events that happened at the Oceanarium.

_____

_____

_____

Check Read your answer. Check it with the onscreen chart.

POINTS (circle one)
0 1 2 3

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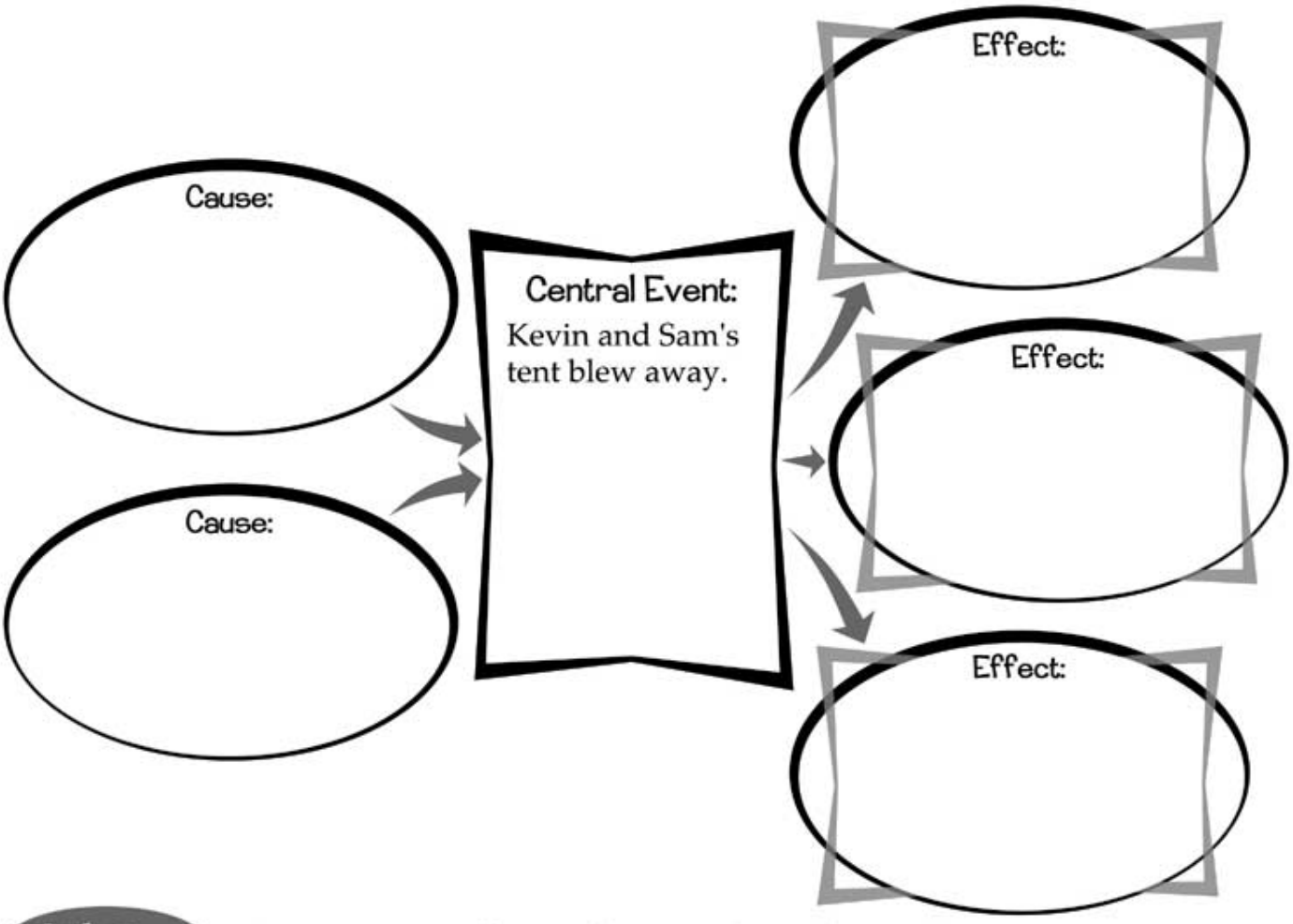
Name: _____

Watch Watch the KidCam episode.

Think What caused Kevin and Sam's tent to blow away?
Follow the onscreen instructions to complete this organizer.



Write What were two effects of Sam and Kevin's tent blowing away?

_____

_____

_____

Check Read your answer. Check it with the onscreen chart.

POINTS (circle one)
0 1 2 3

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Name: _____

Watch Watch the KidCam episode.

Think How are Monster Mountain and the Evaporator similar and different? Follow the onscreen instructions to complete this organizer.

Monster Mountain

Differences:

-
-
-
-

Similarities:

-
-
-

Evaporator

Differences:

-
-
-
-

Write Why do Jenna, Kevin, and Ariana like Monster Mountain better than the Evaporator? Support your answer with at least two examples from the story.

_____

_____

_____

Check Read your answer. Check it with the onscreen chart.

POINTS (circle one)
0 1 2 3

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Literature Lesson Worksheets Samples

Each *Reading for Meaning* Literature lesson includes 3 student worksheets — Read, Think, and Write. You can print out Literature lesson worksheets directly from the software and then reproduce them for your students.

On the following pages are samples of one set of Literature lesson worksheets from each topic, including:

- Main Idea: The Call of the Wild Worksheets
- Inference: "The Road Not Taken" Worksheets
- Sequence: "Around the World in 20 Days" Worksheets
- Cause & Effect: The Greedy Dog Worksheets
- Compare & Contrast: The Velveteen Rabbit Worksheets

Use the *Reading for Meaning* software to print out the worksheets for other lessons.

Read

Name: _____ Group: _____

Reading for Main Idea Meaning™

Excerpt from

The Call of the Wild

by Jack London

The Call of the Wild *is an adventure story about a dog named Buck who is kidnapped from his home in California and brought to Alaska to work as a sled dog during the Alaskan Gold Rush in the late 1800s.*

Day after day, for days unending, Buck toiled in the traces. Always, they broke camp in the dark, and the first gray of dawn found them hitting the trail with fresh miles reeled off behind them. And always they pitched camp after dark, eating their bit of fish, and crawling to sleep into the snow. Buck was ravenous….

He swiftly lost the fastidiousness which had characterized his old life. A dainty eater, he found that his mates, finishing first, robbed him of his unfinished ration. There was no defending it. While he was fighting off two or three, it was disappearing down the throats of the others. To remedy this, he ate as fast as they; and, so greatly did hunger compel him, he was not above taking what did not belong to him. He watched and learned. When he saw Pike, one of the new dogs, a clever malingerer and thief, slyly steal a slice of bacon when Perrault's back was turned, he duplicated the performance the following day, getting away with the whole chunk. A great uproar was raised, but he was unsuspected; while Dub, an awkward blunderer who was always getting caught, was punished for Buck's misdeed.

This first theft marked Buck as fit to survive in the hostile Northland environment. It marked his adaptability, his capacity to adjust himself to changing conditions, the lack of which would have meant swift and terrible death. It marked, further, the decay or going to pieces of his moral nature, a vain thing and a handicap in the ruthless struggle for existence. It was all well enough in the Southland, under the law of love and fellowship, to respect private property and personal feelings; but in the Northland, under the law of club and fang, whoso took such things into account was a fool, and in so far as he observed them he would fail to prosper….

His development (or retrogression) was rapid. His muscles became hard as iron, and he grew callous to all ordinary pain. He achieved an internal as well as external economy. He could eat anything, no matter how loathsome or indigestible; and, once eaten, the juices of his stomach extracted the last least particle of nutriment; and his blood carried it to the farthest reaches of his body, building it into the toughest and stoutest of tissues. Sight and scent became remarkably keen, while his hearing developed such acuteness that in his sleep he heard the faintest sound and knew whether it heralded peace or peril. He learned to bite the ice out with his teeth when it collected between his toes; and when he was thirsty and there was a thick scum of ice over the water hole, he would break it by rearing and striking it with stiff fore legs….

And not only did he learn by experience, but instincts long dead became alive again. The domesticated generations fell from him. In vague ways he remembered back to the youth of the breed, to the time the wild dogs ranged in packs through the primeval forest and killed their meat as they ran it down. It was no task for him to learn to fight with cut and slash and the quick wolf snap. In this manner had fought forgotten ancestors. They quickened the old life within him, and the old tricks which they had stamped into the heredity of the breed were his tricks. They came to him without effort or discovery, as though they had been his always. And when, on the still cold nights, he pointed his nose at a star and howled long and wolf-like, it was his ancestors, dead and dust, pointing nose at star and howling down through centuries and through him. And his cadences were their cadences, the cadences which voiced their woe and what to them was the meaning of the stillness, and the cold, and the dark.

Originally published in 1903.

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Think

Name: _____ Group: _____

Reading for Main Idea Meaning™

The Call of the Wild

On your own...

1. Identify the topic.
Circle the topic in the text—the person, place, or thing that the passage is about.

2. Describe the main idea.
In your own words, describe what the author is saying about the topic.

_____

_____

_____

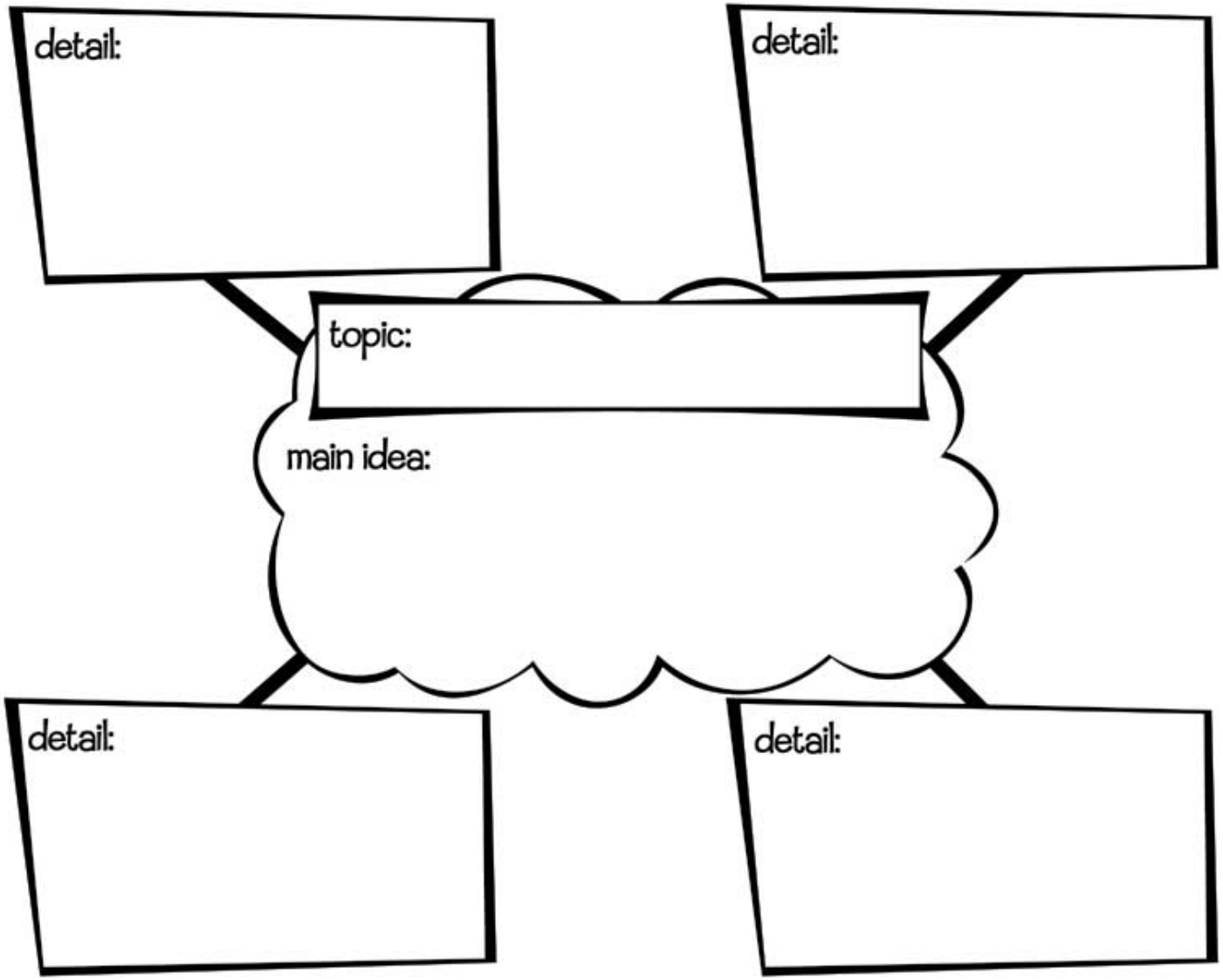
_____

3. Find a supporting detail.
Underline one example in the text that supports the main idea.

With your group...

4. Discuss the passage.
Agree on the topic and main idea. Share at least one detail.

5. Complete the organizer.
Add extra detail boxes if you need them.



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Write

Name: _____ Group: _____

Reading for Main Idea Meaning™

The Call of the Wild

- Use your Read and Think worksheets to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What is the main idea of this passage? Use three examples to support your answer.

_____

_____

_____

_____

2. In your own words, explain why Buck's "moral nature" had to change in the Northland.

_____

_____

_____

3. The author calls the changes in Buck "development (or retrogression)." Explain how Buck, as he changed, was both progressing and regressing.

_____

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Read

Name: _____ Group: _____

Reading for Inference Meaning™

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

"The Road Not Taken" from *The Poetry of Robert Frost*
edited by Edward Connery Lathem.
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copyright 1944 by Robert Frost.
Published by arrangement with Henry Holt and Company, L.L.C.

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Think

Name: _____ Group: _____

The Road Not Taken

Reading for Inference Meaning™

On your own...

1. Think about the guiding question.

Underline important words or phrases in the poem that help you answer the guiding question:

What is the deeper meaning of this poem?

With your group...

2. Discuss the poem.

Talk about what each group of lines in the organizer tells you about the poem's deeper meaning.

3. Complete the organizer.

Write down your inferences for each set of lines in the organizer. Add other important words or lines in the blank space.

text from the poem		inference:
Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveler, long I stood	lines 1-3	
And having perhaps the better claim, Because it was grassy and wanted wear; In leaves no step had trodden black.	lines 7-8, 12	
I shall be telling this with a sigh	line 16	
Two roads diverged in a wood, and I— I took the one less traveled by, And that has made all the difference.	lines 18-20	
	Add a Line	

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Write

Name: _____ Group: _____

Reading for Inference Meaning™

The Road Not Taken

- Use your Read and Think worksheets to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. On the surface "The Road Not Taken" seems to be describing a simple walk in the woods, but the poem also has a deeper meaning. Describe what you think is the deeper meaning of this poem.

_____

_____

_____

2. Why does the speaker say "I doubted if I should ever come back"?

_____

_____

_____

3. How do you think the speaker feels about the choices he or she has made in life? Use examples from the poem to support your answer.

_____

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Read

Name: _____ Group: _____

Reading for Sequence Meaning™

Excerpt from

Around the World in 20 Days

Time for Kids (April 2, 1999)

This excerpt from the news article "Around the World in 20 Days" describes the experiences of two balloonists, Bertrand Piccard and Brian Jones, who were the first to travel around the world in a balloon.

"I am with the angels and completely happy," Piccard said when the Orbiter 3 crossed the finish line over Mauritania, Africa. The next day, the balloon touched down in the sands of the Sahara desert in Egypt. Distance flown: 29,056 miles.

Catching A Jet Stream

The balloonists took off from Chateau-d'Oex in the Swiss Alps on March 1, Piccard's 41st birthday. They flew southwest to North Africa to catch a jet stream going east. Like surfers catching a wave, balloonists try to ride jet streams, which are high-altitude winds that usually blow from west to east.

The Orbiter 3 gets its lift from hot air and helium, the gas used in party balloons. Balloons can't be steered. Instead they move up and down to catch the right winds. To rise, pilots turn up the propane burners that heat the gases. To drop, they turn down the heat.

On the fourth day of the journey, the Orbiter 3 caught a jet stream. It was smooth sailing as the balloon sped along at 60 miles an hour. The only annoyance was a strange buzzing sound in the cabin. On Day 5, Piccard located its source: a stowaway mosquito.

The trip over the Pacific was slow and lonely. For four days, the pilots could not communicate with their control center in Geneva, Switzerland. "I realized that the worst desert wasn't made of sand but water," Piccard said when he finally got through to Geneva.

As the balloon neared the home stretch, a heater in the cabin began to fail. Temperatures onboard plummeted to 46 degrees Fahrenheit. The pilots, who took turns sleeping on a narrow bunk, were exhausted. But they refused to give up. They caught a 100-mile-an-hour jet stream over the Atlantic and sailed toward success.

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Think

Name: _____ Group: _____

Reading for Sequence Meaning™

Around the World in 20 Days

On your own...

1. Identify the important events.
Put a star next to the events in the passage that are important to the story.

With your group...

2. Discuss the passage.
Share the important events you identified in the passage.

3. Add events to the organizer.
Write down at least 5 and no more than 8 important events in the organizer.

4. Number the events.
Use the small boxes in the organizer to number the events so that they are in the correct time order.

Event:

Event:

Event:

Event:

Event:

Event:

Event:

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Write

Name: _____ Group: _____

Reading for Sequence Meaning™

Around the World in 20 Days

- Use your Read and Think worksheets to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What was the first thing the balloonists tried to do after taking off?

_____

_____

2. According to the article, what was the worst thing that happened during the flight?

_____

_____

_____

3. Write a 3-4 sentence summary of the events described in this news article.

_____

_____

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Read

Name: _____ Group: _____

Reading for Meaning™ Cause & Effect

The Greedy Dog

by the Brothers Grimm

Once upon a time a dog managed to steal a large steak from a butcher's shop, and ran into the woods to eat it in peace. On reaching the banks of a stream, he happened to see his face reflected in the water. Never for a moment thinking that he was looking at himself in the water, what he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy dog, he jumped into the stream to snatch the other dog's meat. Of course, the reflection vanished and he could see no sign of dog or steak.

Only then did he realize that, when he barked to frighten the other, he had dropped his stolen meat. Unluckily for him, the current was swift and the steak had been carried away. And though the dog hunted all over, he couldn't find a trace of it. Which meant, that instead of having two steaks, he was left with nothing.

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Think

Name: _____ Group: _____

Reading for Meaning™ Cause & Effect

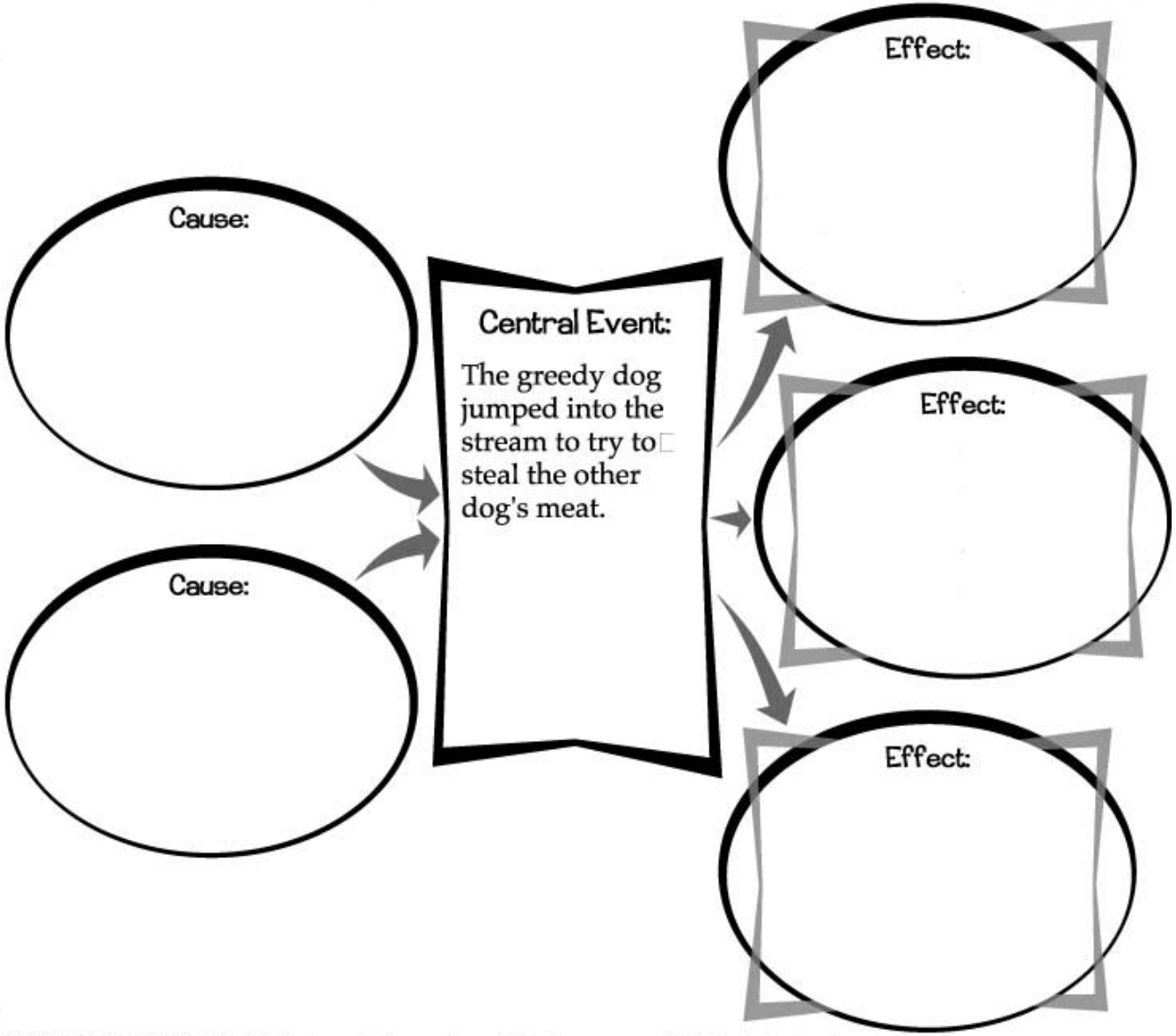
The Greedy Dog

On your own...

1. **Identify one cause.**
   Circle one thing in the passage that caused the central event to happen.
2. **Identify one effect.**
   Underline one thing in the passage that happened because of the central event.

With your group...

3. **Discuss the passage.**
   Share the causes and effects you identified.
4. **Complete the organizer.**
   Write at least one cause and at least two effects in the organizer. Add extra cause and effect boxes if you need them.



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Write

Name: _____ Group: _____

Reading for Meaning™ Cause & Effect

The Greedy Dog

- Use your Read and Think worksheets to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What is one detail from the story that shows that the dog was greedy?

_____

_____

_____

2. Describe two things that happened to the greedy dog because he tried to steal the other dog's meat.

_____

_____

_____

_____

3. Write a moral or lesson for this story.

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Read

Name: _____ Group: _____

Reading for Compare & Contrast Meaning™

Excerpt from

The Velveteen Rabbit

by Margery Williams

The Velveteen Rabbit *is a story about a toy rabbit who wishes to become real.*

One evening, while the Rabbit was lying there alone, watching the ants that ran to and fro between his velvet paws in the grass, he saw two strange beings creep out of the tall bracken near him.

They were rabbits like himself, but quite furry and brand-new. They must have been very well made, for their seams didn't show at all, and they changed shape in a queer way when they moved; one minute they were long and thin and the next minute fat and bunchy, instead of always staying the same like he did. Their feet padded softly on the ground, and they crept quite close to him, twitching their noses, while the Rabbit stared hard to see which side the clockwork stuck out, for he knew that people who jump generally have something to wind them up. But he couldn't see it. They were evidently a new kind of rabbit altogether.

They stared at him, and the little Rabbit stared back. And all the time their noses twitched.

"Why don't you get up and play with us?" one of them asked.

"I don't feel like it," said the Rabbit, for he didn't want to explain that he had no clockwork.

"Ho!" said the furry rabbit. "It's as easy as anything." And he gave a big hop sideways and stood on his hind legs.

"I don't believe you can!" he said.

"I can!" said the little Rabbit. "I can jump higher than anything!" He meant when the Boy threw him, but of course he didn't want to say so.

"Can you hop on your hind legs?" asked the furry rabbit.

That was a dreadful question, for the Velveteen Rabbit had no hind legs at all! The back of him was made all in one piece, like a pincushion. He sat still in the bracken, and hoped that the other rabbits wouldn't notice.

"I don't want to!" he said again.

But the wild rabbits have very sharp eyes. And this one stretched out his neck and looked.

"He hasn't got any hind legs!" he called out. "Fancy a rabbit without any hind legs!" And he began to laugh.

"I have!" cried the little Rabbit. "I have got hind legs! I am sitting on them!"

"Then stretch them out and show me, like this!" said the wild rabbit. And he began to whirl round and dance, till the little Rabbit got quite dizzy.

"I don't like dancing," he said. "I'd rather sit still!"

But all the while he was longing to dance, for a funny new tickly feeling ran through him, and he felt he would give anything in the world to be able to jump about like these rabbits did.

Originally published in 1922.

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Think

Name: _____ Group: _____

The Velveteen Rabbit

Reading for Compare & Contrast Meaning™

On your own...

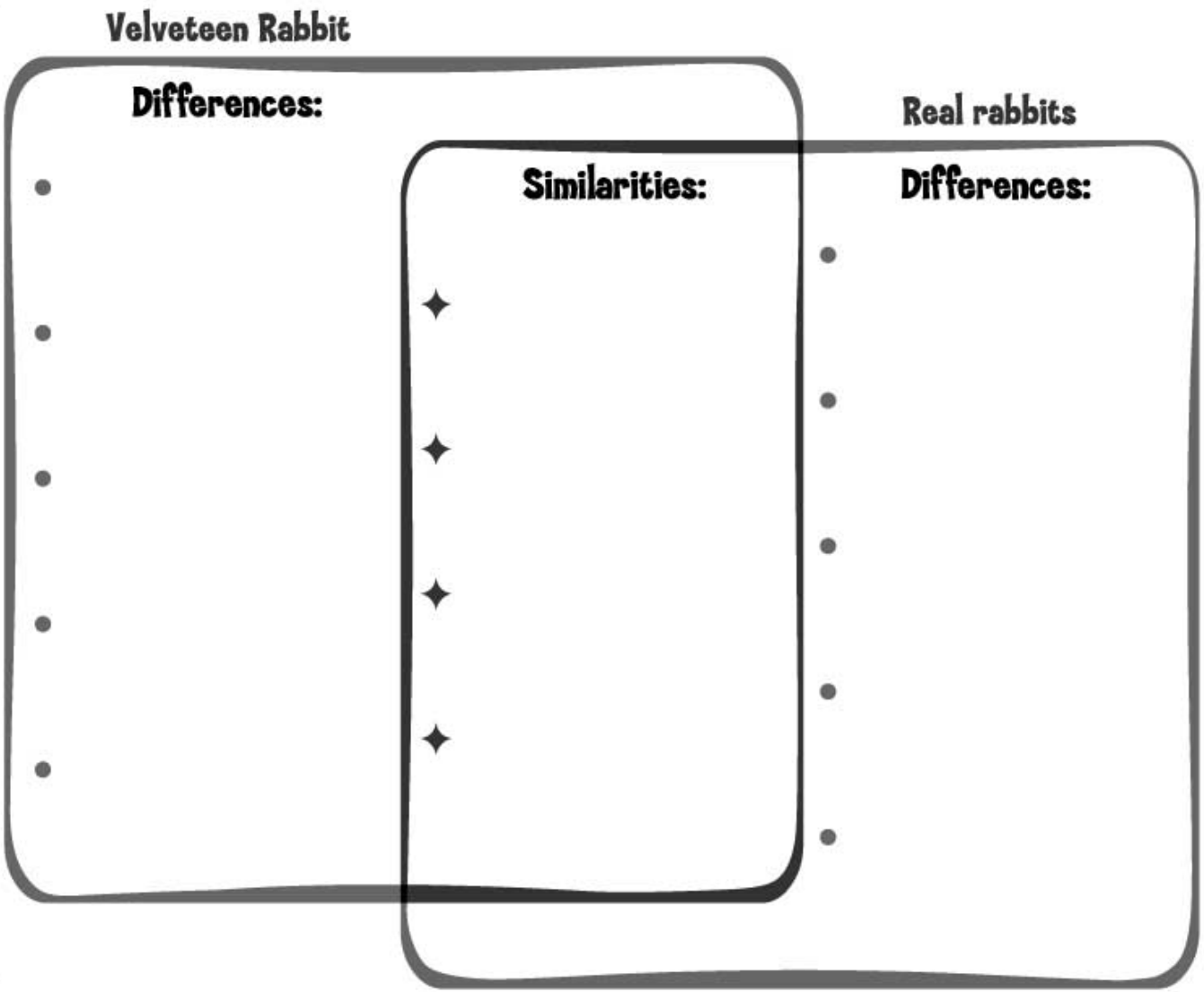
1. Identify the similarities.
Underline at least one similarity between the Velveteen Rabbit and the real rabbits.

2. Identify the differences.
Circle at least one difference between the Velveteen Rabbit and the real rabbits.

With your group...

3. Discuss the passage.
Talk about the similarities and differences you found in the passage.

4. Complete the organizer.
Write down the similarities and differences your group found.



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Write

Name: _____ Group: _____

Reading for Compare & Contrast Meaning™

The Velveteen Rabbit

- Use your Read and Think worksheets to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What are two ways that the Velveteen Rabbit is different from the other rabbits?

_____

_____

_____

2. Why did the Velveteen Rabbit tell the other rabbits that he didn't want to play with them?

_____

_____

_____

3. Describe how the Velveteen Rabbit felt after meeting the real rabbits.

_____

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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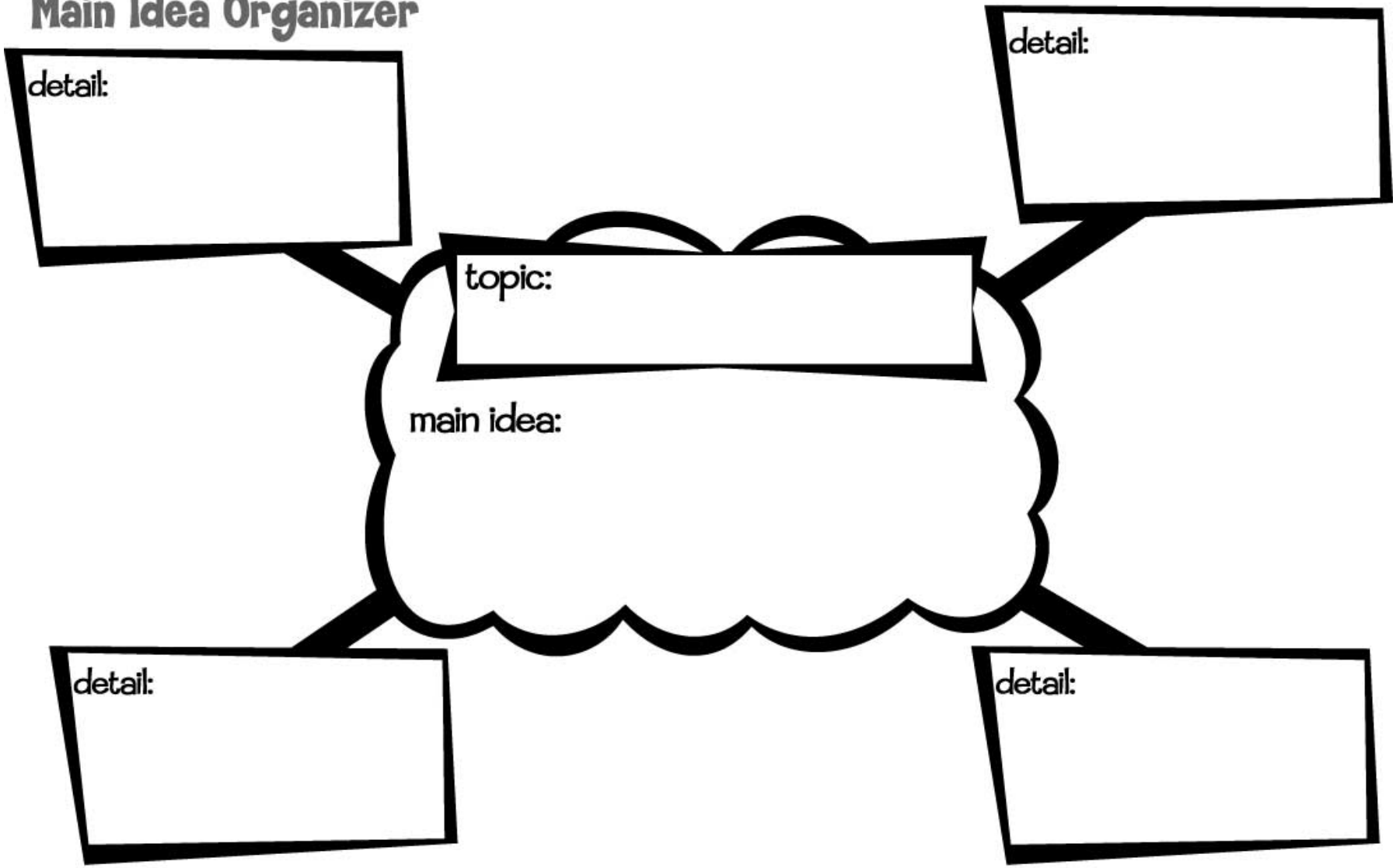
Blank Graphic Organizers

Reading for Meaning includes a graphic organizer tool that students can use with any literature selection. You can use the graphic organizer tool to print blank organizers for students, or have students use it to create electronic organizers.

On the following pages are samples of a blank organizer from each topic, including:

- Main Idea Graphic Organizer
- Inference Graphic Organizer
- Sequence Graphic Organizer
- Cause & Effect Graphic Organizer
- Compare & Contrast Graphic Organizer

Main Idea Organizer



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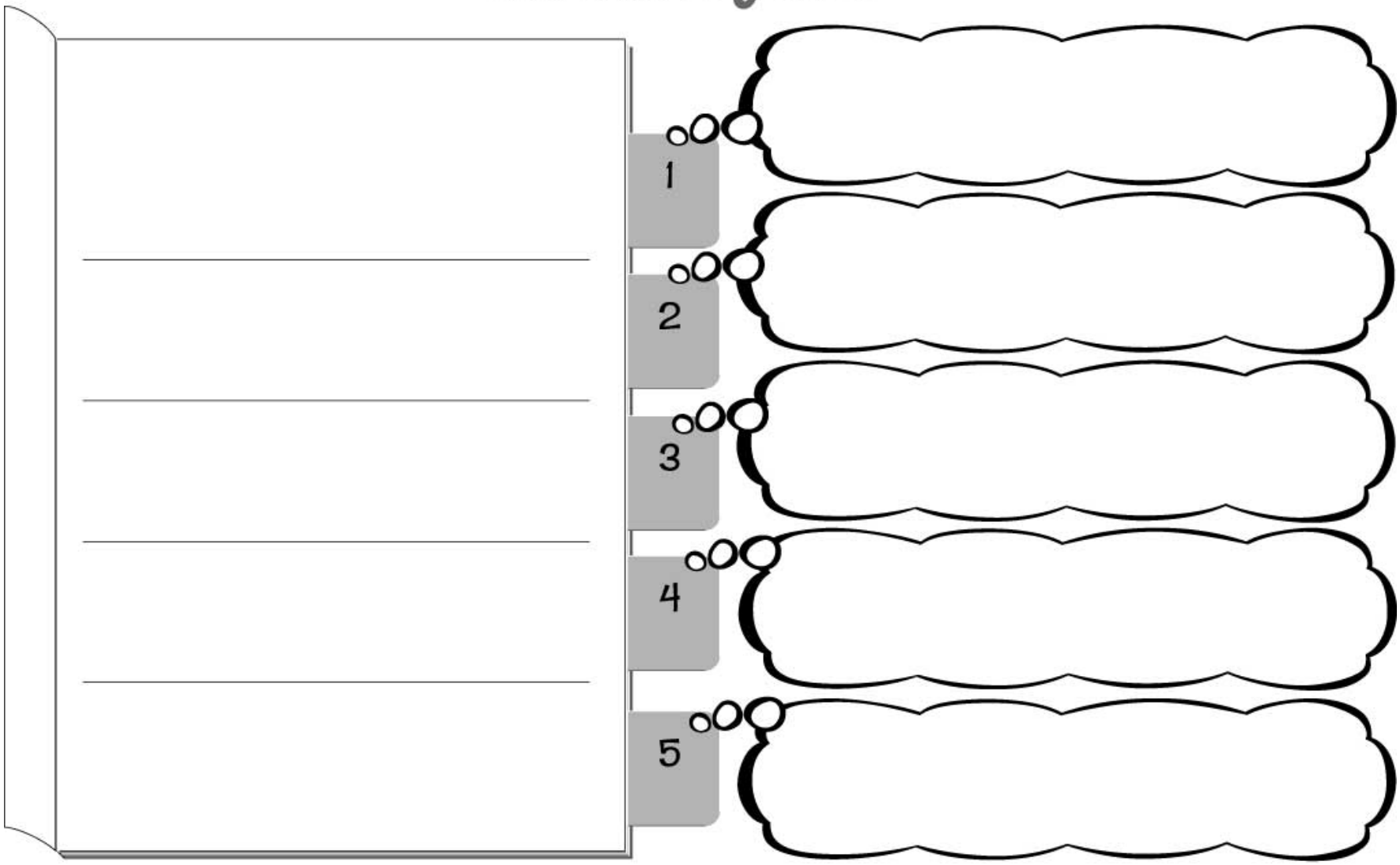
Inference Organizer



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Sequence Organizer

Event:

Event:

Event:

Event:

Event:

Event:

Event:

Event:

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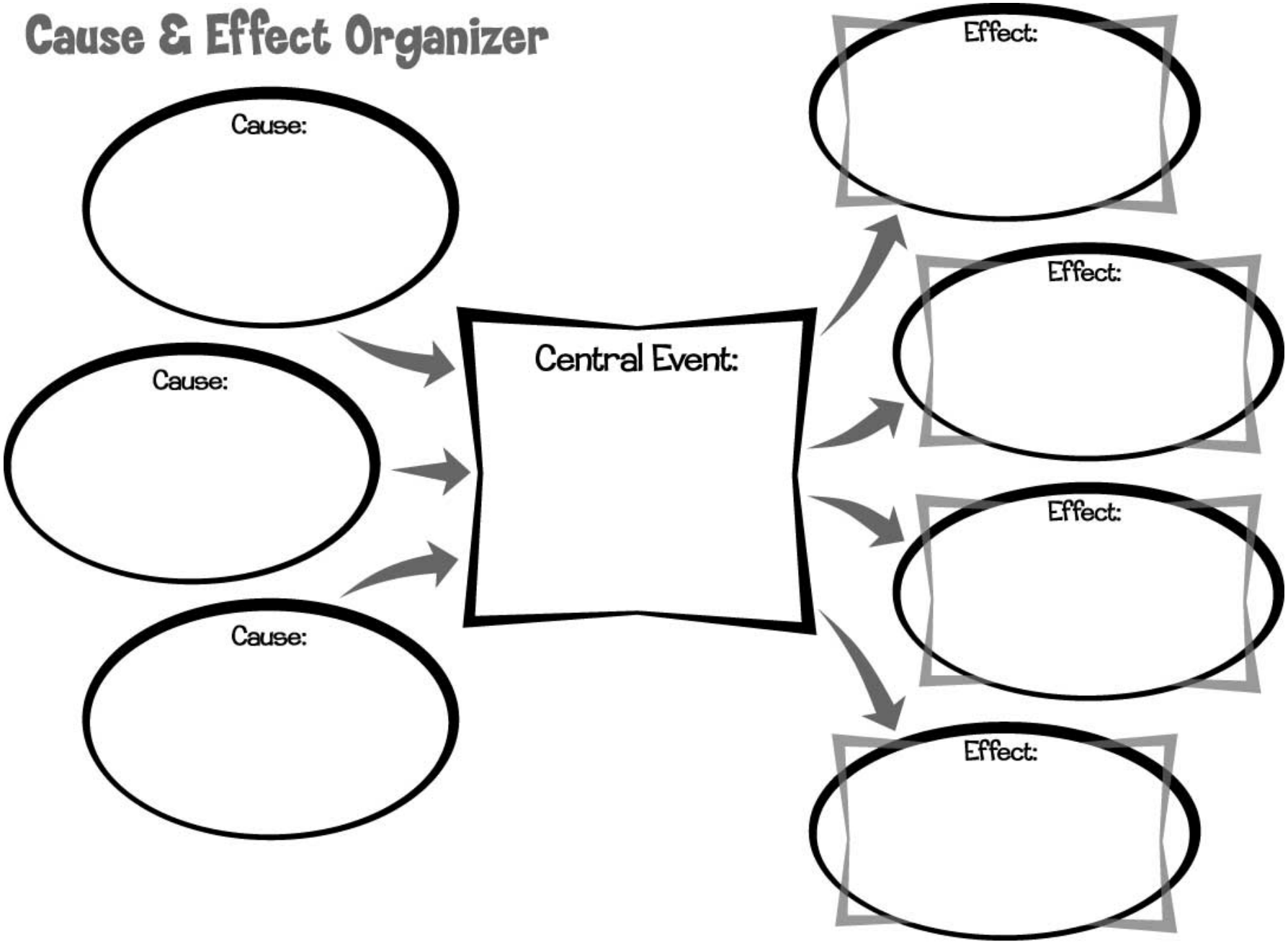
Cause & Effect Organizer



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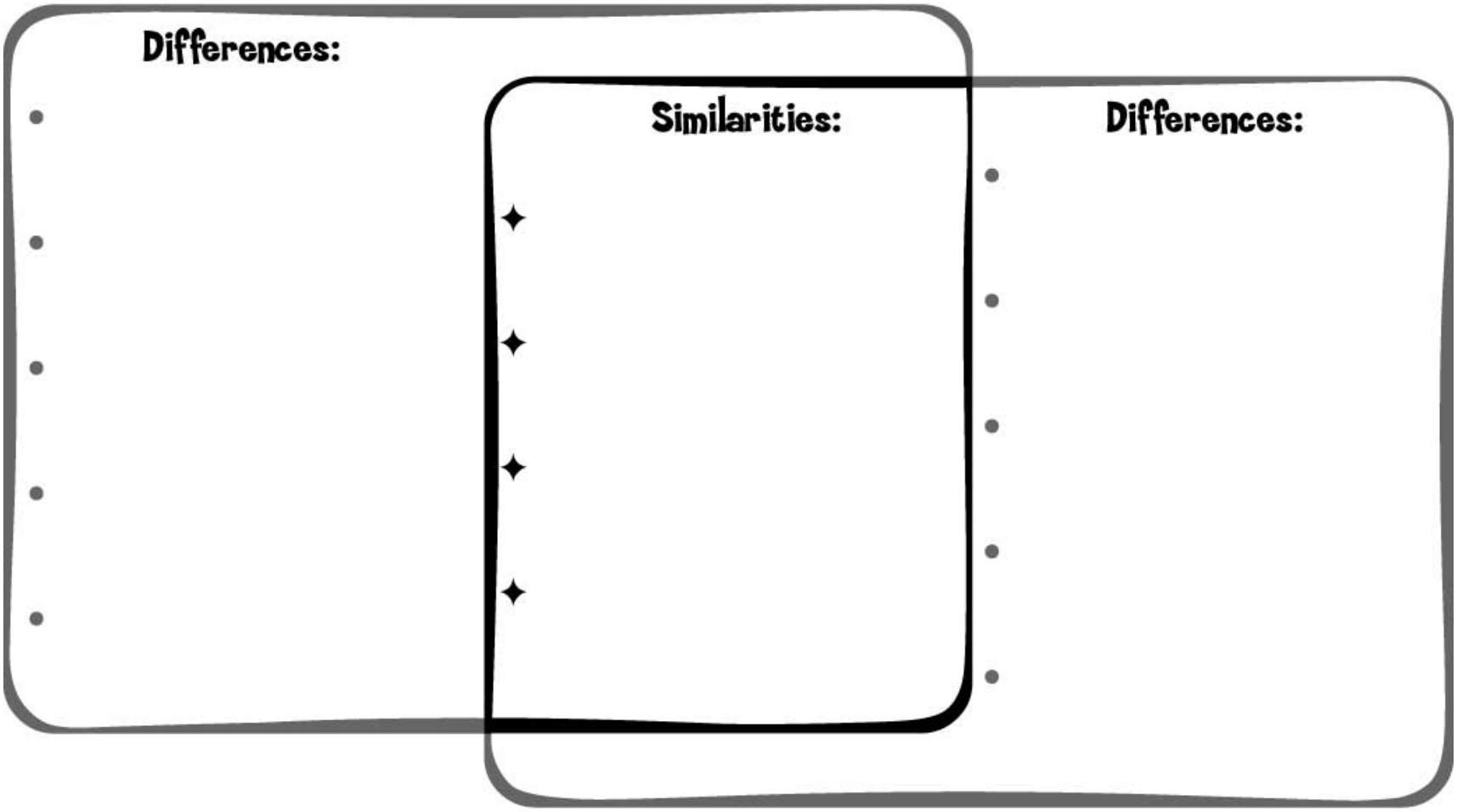
Compare & Contrast Organizer



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Lesson Plan Library Worksheet Samples

Each lesson in the *Reading for Meaning* Lesson Plan Library includes 4 worksheets – a Lesson Plan and Answer Key for the teacher, and Think and Write worksheets for the students. You provide the literature to be used with these lessons. You can print out Lesson Plan Library worksheets directly from the software and then reproduce them for your students.

On the following pages are samples of one set of Lesson Plan Library worksheets from each topic, including:

- Main Idea: Julie of the Wolves Lesson Plan Worksheets
- Inference: In the Year of the Boar and Jackie Robinson Lesson Plan Worksheets
- Sequence: Stone Fox Lesson Plan Worksheets
- Cause & Effect: Tales of a Fourth Grade Nothing Lesson Plan Worksheets
- Compare & Contrast: Johnny Tremain Lesson Plan Worksheets

Use the *Reading for Meaning* software to print out the worksheets for other lessons.

Lesson Plan

Topic: Main Idea
Title: Julie of the Wolves
Author: Jean Craighead George
Excerpt: Part II, pages 84-88 (hardcover edition)

Summary: Students read an excerpt from Julie of the Wolves. In this excerpt, Julie adopts the new ways of the Americanized Eskimos and begins to correspond with a young girl in San Francisco. Students make a graphic organizer about the main idea, answer three comprehension questions, and check their responses.

Materials:
- A class set of Julie of the Wolves
- Copies of the Think and Write worksheets for this lesson (1 per student)
- Computer with Reading for Meaning installed

Procedure:

Read

1. Have students read pages 84-88 from Julie of the Wolves. While they're reading, ask students to think about the topic and main idea of the excerpt.

Think

2. Gather students into small groups and hand out the Think worksheet for this lesson.
3. In their groups, students should follow steps 1-4 on their worksheets to complete the graphic organizer.
4. After students have completed their Think worksheets, begin a class discussion using the computer to create a class organizer. To do this, launch Reading for Meaning and choose a workspace. Click Class Activities. On the next screen, click Graphic Organizers and then open a new Main Idea organizer.

Write

5. When the class organizer is complete, hand out the Write worksheet. Students should work individually to answer the three comprehension questions on the worksheet.

Check

6. Students can check their own work using the chart at the bottom of the Write worksheet.

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Think

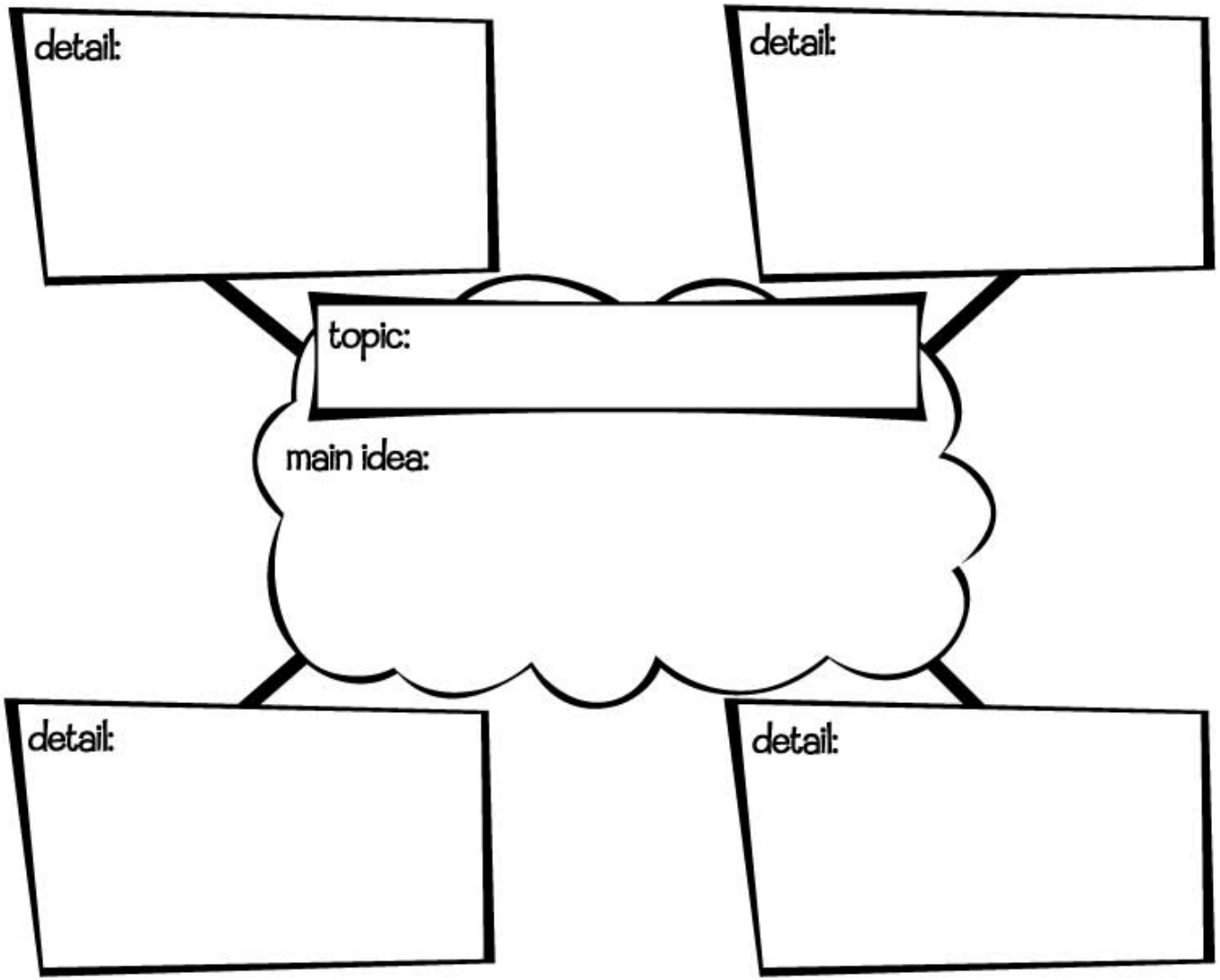
Name: _____ Group: _____

Reading for Main Idea Meaning™

Julie of the Wolves

With your group...

1. **Identify the topic.**
   Write the topic in the organizer—the person, place, or thing that the passage is about.
2. **Describe the main idea.**
   In your own words, describe what the author is saying about the topic. Write your group's main idea in the organizer.
3. **Discuss the supporting details.**
   Add supporting details to the organizer. Draw extra detail boxes if you need them.
4. **Get ready to share.**
   Review your group's organizer and get ready to share it with the class.



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Write

Name: _____ Group: _____

Reading for Main Idea Meaning™

Julie of the Wolves

- Use your Think worksheet and the text to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What are three ways that Julie's life at Mekoryuk was different from her life at the seal camp?

_____

_____

_____

_____

2. Why did Julie throw her i'noGo tied away?

_____

_____

_____

3. Why did Julie say to herself "Daylight is spelled A-M-Y"?

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Answer Key

Julie of the Wolves

Below are sample responses for the three comprehension questions for this lesson.

1. What are three ways that Julie's life at Mekoryuk was different from her life at the seal camp?

In Mekoryuk, Julie met Americanized Eskimos. She attended a school and learned to read and write in English. On weekends, she worked at a hospital.

2. Why did Julie throw her i'noGo tied away?

Julie's i'noGo tied didn't fit in with her new Americanized lifestyle. It represented her life at the seal camp.

3. Why did Julie say to herself "Daylight is spelled A-M-Y"?

Amy brings hope for Julie. Julie loves to hear about Amy's life in high school and wants to go to the mainland herself.

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Lesson Plan

Topic: Inference
Title: In the Year of the Boar and Jackie Robinson
Author: Bette Bao Lord
Excerpt: Chapter 4, pages 51-55 (hardcover edition)

Summary: Students read an excerpt from chapter 4 of In the Year of the Boar and Jackie Robinson. In this excerpt, Shirley attempts to play with her new American neighbors. Students make a graphic organizer of their inferences about the passage, answer three comprehension questions, and check their responses.

Materials:
- A class set of In the Year of the Boar and Jackie Robinson
- Copies of the Think and Write worksheets for this lesson (1 per student)
- Computer with Reading for Meaning installed

Procedure:

Read
1. Have students read pages 51-55 from chapter 4 of In the Year of the Boar and Jackie Robinson. Ask students to think about the inferences they are making while reading the excerpt.

Think
2. Gather students into small groups and hand out the Think worksheet for this lesson.
3. In their groups, students should follow steps 1-3 on their worksheets to complete the graphic organizer.
4. After students have completed their Think worksheets, begin a class discussion using the computer to create a class organizer.
   To do this, launch Reading for Meaning and choose a workspace. Click Class Activities. On the next screen, click Graphic Organizers and then open a new Inference organizer.

Write
5. When the class organizer is complete, hand out the Write worksheet. Students should work individually to answer the three comprehension questions on the worksheet.

Check
6. Students can check their own work using the chart at the bottom of the Write worksheet.

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Think

Name: _____ Group: _____

Reading for Inference Meaning™

In the Year of the Boar and Jackie Robinson

With your group...

1. Discuss the guiding question.
Identify clues in the text that help you answer the guiding question:

What do you know about Shirley?

2. Identify important text.
Find important words or phrases in the text that help you answer the guiding question and add them to the organizer.

3. Complete the organizer.
Write down your inferences for the text you added to the organizer.

text from the passage		inference:
	1	
	2	inference:
	3	inference:
	4	inference:
	5	inference:

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Write

Name: _____ Group: _____

Reading for Inference Meaning™

In the Year of the Boar and Jackie Robinson

- Use your Think worksheet and the text to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What did Joseph do to make Shirley think he was "the handsomest boy in all of Brooklyn"?

_____

_____

_____

2. Why didn't the players want Shirley on their team? Support your answer with two examples from the passage.

_____

_____

_____

3. Explain how Shirley was like a "hungry ghost."

_____

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Answer Key

Reading for Inference Meaning™

In the Year of the Boar and Jackie Robinson

Below are sample responses for the three comprehension questions for this lesson.

1. What did Joseph do to make Shirley think he was "the handsomest boy in all of Brooklyn"?

   Joseph asked Shirley if she wanted to play ball with the other kids.

2. Why didn't the players want Shirley on their team? Support your answer with two examples from the passage.

   Nobody wanted Shirley on their team because she couldn't catch the ball. Also, when she yelled out a number, it was always one, two, or three, so everyone knew what she was going to say.

3. Explain how Shirley was like a "hungry ghost."

   Shirley was "hungry" to fit in with the other kids and play ball with them. But instead they ignored her, and she felt invisible like a ghost.

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Lesson Plan

Topic: Sequence
Title: Stone Fox
Author: John Reynolds Gardiner
Excerpt: Chapters 8-10

Summary: Students read chapters 8-10 from Stone Fox. Students then make a graphic organizer of the important events in the chapters, answer three comprehension questions, and check their responses.

Materials:
- A class set of Stone Fox
- Copies of the Think and Write worksheets for this lesson (1 per student)
- Computer with Reading for Meaning installed

Procedure:

Read

1. Have students read chapters 8-10 of Stone Fox. While they are reading, ask students to think about the important events that happen in the chapters.

Think

2. Gather students into small groups and hand out the Think worksheet for this lesson.
3. In their groups, students should follow steps 1-3 on their worksheets to complete the graphic organizer.
4. After students have completed their Think worksheets, begin a class discussion using the computer to create a class organizer. To do this, launch Reading for Meaning and choose a workspace. Click Class Activities. On the next screen, click Graphic Organizers and then open a new Sequence organizer.

Write

5. When the class organizer is complete, hand out the Write worksheet. Students should work individually to answer the three comprehension questions on the worksheet.

Check

6. Students can check their own work using the chart at the bottom of the Write worksheet.

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Think

Name: _____ Group: _____

Reading for Sequence Meaning™

Stone Fox

With your group...

1. **Identify the important events.**
   Discuss the events in the passage that are important to the story.
2. **Add events to the organizer.**
   Write down at least 5 and no more than 8 important events in the organizer.
3. **Number the events.**
   Use the small boxes in the organizer to number the events so that they are in the correct time order.

Event:

Event:

Event:

Event:

Event:

Event:

Event:

Event:

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Write

Name: _____ Group: _____

Reading for Sequence Meaning™

Stone Fox

- Use your Think worksheet and the text to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. Summarize the important events that happened before the race began.

_____

_____

_____

2. What were two advantages that little Willy and Searchlight had over the other racers?

_____

_____

_____

_____

3. What did Stone Fox do to help little Willy after Searchlight collapsed?

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Answer Key

Reading for Sequence Meaning™

Stone Fox

Below are sample responses for the three comprehension questions for this lesson.

1. Summarize the important events that happened before the race began.

Little Willy woke up early, fed Grandfather, and went into town. The race for youngsters happened first, then Willy's race was about to begin.

2. What were two advantages that little Willy and Searchlight had over the other racers?

Little Willy and Searchlight didn't have to slow down around turns. They also could take the shortcut across the lake.

3. What did Stone Fox do to help little Willy after Searchlight collapsed?

Stone Fox drew a line in the snow and wouldn't let anyone cross it. Then he watched little Willy carry Searchlight across the finish line.

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Lesson Plan

Topic: Cause & Effect
Title: Tales of a Fourth Grade Nothing
Author: Judy Blume
Excerpt: Chapter 3, pages 22-26 (hardcover edition)

Summary: Students read pages 22-26 from chapter 3 of Tales of a Fourth Grade Nothing. In this passage, Peter Hatcher's brother Fudge refuses to eat his cereal...with consequences. Students make a graphic organizer of the causes and effects of this event, answer three comprehension questions, and check their responses.

Materials:
- A class set of Tales of a Fourth Grade Nothing
- Copies of the Think and Write worksheets for this lesson (1 per student)
- Computer with Reading for Meaning installed

Procedure:

Read

1. Have students read pages 22-26 from chapter 3 of Tales of a Fourth Grade Nothing. While they are reading, ask students to think about the cause and effect relationships in the passage.

Think

2. Gather students into small groups and hand out the Think worksheet for this lesson.
3. In their groups, students should follow steps 1-3 on their worksheets to complete the graphic organizer.
4. After students have completed their Think worksheets, begin a class discussion using the computer to create a class organizer. To do this, launch Reading for Meaning and choose a workspace. Click Class Activities. On the next screen, click Graphic Organizers and then open a new Cause & Effect organizer.

Write

5. When the class organizer is complete, hand out the Write worksheet. Students should work individually to answer the three comprehension questions on the worksheet.

Check

6. Students can check their own work using the chart at the bottom of the Write worksheet.

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Think

Name: _____ Group: _____

Reading for Cause & Effect Meaning™

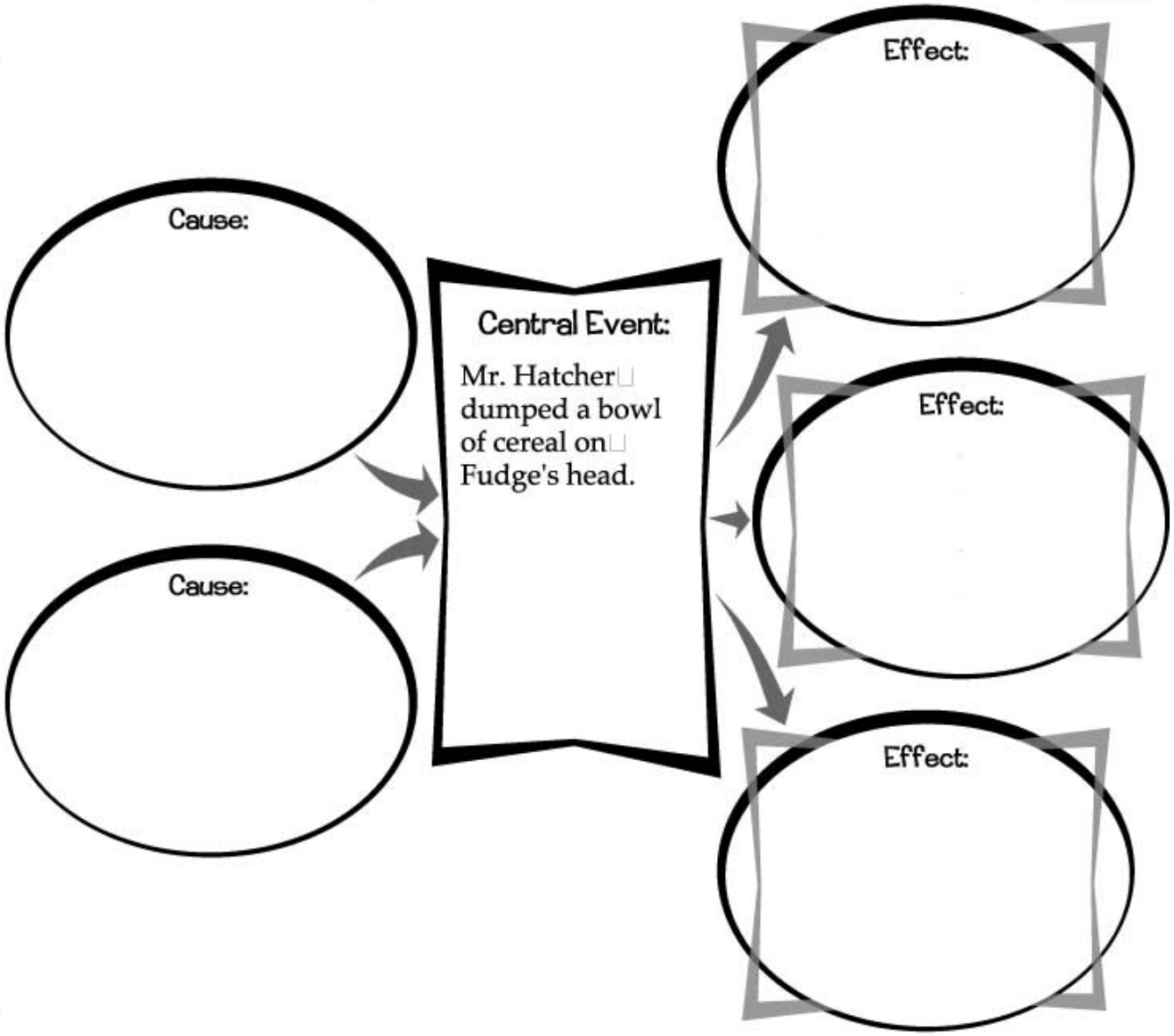
Tales of a Fourth Grade Nothing

With your group...

1. Discuss the passage.
Share the causes and effects you can find for the central event in the organizer.

2. Identify the causes.
In the organizer, write the things your group found that caused the central event to happen.

3. Identify the effects.
In the organizer, write the things your group found that happened because of the central event.



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Write

Name: _____ Group: _____

Reading for Meaning™ Cause & Effect

Tales of a Fourth Grade Nothing

- Use your Think worksheet and the text to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. What were two ways that the family tried to get Fudge to eat?

_____

_____

_____

2. Describe Mr. Hatcher's attitude toward Fudge's behavior, using two examples from the passage.

_____

_____

_____

_____

3. What were two effects of Mr. Hatcher's actions?

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Answer Key

Tales of a Fourth Grade Nothing

Below are sample responses for the three comprehension questions for this lesson.

1. What were two ways that the family tried to get Fudge to eat?

The family let Fudge pretend he was a dog and eat on the floor, and Mrs. Hatcher made Fudge his favorite food.

2. Describe Mr. Hatcher's attitude toward Fudge's behavior, using two examples from the passage.

Mr. Hatcher was angry at Fudge and fed up with his behavior. He said, "Aren't we carrying this a little too far?" when Mrs. Hatcher wanted to let Fudge pretend that he was a dog. He also dumped cereal on Fudge's head when Fudge refused to eat it.

3. What were two effects of Mr. Hatcher's actions?

Two effects of Mr. Hatcher's actions were that Fudge screamed, and the next day he was eating normally again.

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Lesson Plan

Topic: Compare & Contrast
Title: Johnny Tremain
Author: Esther Forbes
Excerpt: Chapter 8, pages 176-181 (hardcover edition)

Summary: Students read pages 176-181 from chapter 8 of Johnny Tremain. Students then make a graphic organizer to compare and contrast two characters' views about the Revolutionary War. Students answer three comprehension questions and check their responses.

Materials:
- A class set of Johnny Tremain
- Copies of the Think and Write worksheets for this lesson (1 per student)
- Computer with Reading for Meaning installed

Procedure:

Read

1. Have students read pages 176-181 from chapter 8 of Johnny Tremain. While they are reading, ask students to think about the similarities and differences between James Otis' and Sam Adams' views about war.

Think

2. Gather students into small groups and hand out the Think worksheet for this lesson.
3. In their groups, students should follow steps 1-3 on their worksheets to complete the graphic organizer.
4. After students have completed their Think worksheets, begin a class discussion using the computer to create a class organizer. To do this, launch Reading for Meaning and choose a workspace. Click Class Activities. On the next screen, click Graphic Organizers and then open a new Compare & Contrast organizer.

Write

5. When the class organizer is complete, hand out the Write worksheet. Students should work individually to answer the three comprehension questions on the worksheet.

Check

6. Students can check their own work using the chart at the bottom of the Write worksheet.

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Think

Name: _____ Group: _____

Reading for Compare & Contrast Meaning™

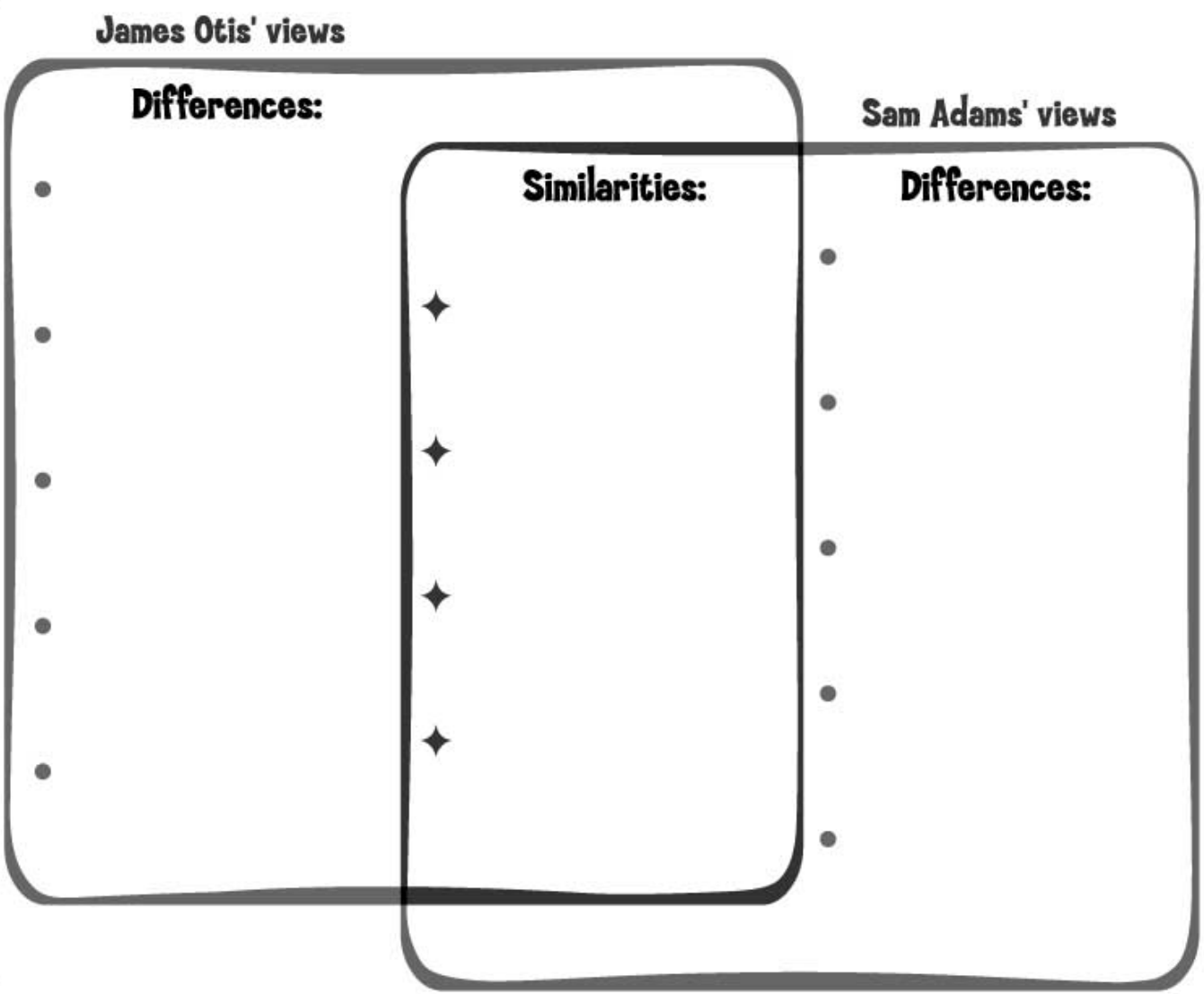
Johnny Tremain

With your group...

1. Discuss the passage.
Talk about the similarities and differences between James Otis' and Sam Adams' views about war.

2. Identify the similarities.
In the organizer, write the similarities your group found.

3. Identify the differences.
In the organizer, write the differences your group found.



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Write

Name: _____ Group: _____

Reading for Compare & Contrast Meaning™

Johnny Tremain

- Use your Think worksheet and the text to help you answer each question below.
- Support your answers with quotations and examples from the text.
- Be sure to write in complete sentences.

1. How were Sam Adams' and James Otis' views similar?

_____

_____

_____

2. What were the main differences in their views?

_____

_____

_____

_____

3. How did people react to James Otis' speech?

_____

_____

_____

Check

Earn one point for each item:	POINTS		
	Question 1	Question 2	Question 3
I answered all parts of the question.			
I used examples from the text.			
I used complete sentences, correct spelling, and good punctuation.			
	Total	Total	Total

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Answer Key

Reading for Compare & Contrast Meaning™

Johnny Tremain

Below are sample responses for the three comprehension questions for this lesson.

1. How were Sam Adams' and James Otis' views similar?

Sam Adams and James Otis both didn't like the soldiers in Boston and believed the war must be fought. Both were also Sons of Liberty.

2. What were the main differences in their views?

Sam Adams wanted to fight for specific things relating to the colonies. He wanted to rid Boston of the British soldiers, gain freedom from Britain, and to protest taxes. James Otis wanted to get rid of tyranny and set an example for the world.

3. How did people react to James Otis' speech?

They were impressed by the speech and kept thinking about it after James Otis had left. James Otis' speech made the war seem bigger than how it would affect them and their lives. He made them see that they were standing up to fight for the rights of people everywhere.

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